DOCUMENT RESUME

ED 142 619 UD 017 109

TITLE Harrisburg School District; Six Years After Desegregation.
PUB DATE Aug 76
NOTE 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 7, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Gains; Achievement Tests; *Elementary Education; *Integration Effects; Kindergarten; Longitudinal Studies; Racial Integration; Reading Comprehension; School Districts; *School Integration; *Standardized Tests; Statistical Data; Test Results
IDENTIFIERS *Pennsylvania (Harrisburg)

ABSTRACT

In April 1969, the year before school district reorganization, students in Harrisburg, Pennsylvania were given the 1965 version of the Stanford Achievement Test. In April 1976, the sixth year of desegregation, students were given the 1973 version of the Stanford Achievement Test. This paper presents seven charts comparing the 1969 scores in Paragraph Meaning for grades one to six and the 1976 scores for Reading Comprehension for grades one to six. The following trends are observed: At all six grade levels the 1969 scores are amazingly similar. The lowest scores are in those buildings where the majority of students are black. The few high scores are in those buildings where the majority of students are white. Practically all of the buildings in 1969 were far below the national norm. At each grade level, with the exception of fifth grade, only one or two buildings were at or above the national norm. The pattern of scores for 1976 not only varies considerably from the 1969 pattern but it also varies among grade levels. Moreover, the range in scores in 1969 was greater than the range of scores in 1976. The 1976 scores for children in grades one, two and three show considerable increases above the 1969 scores and show significant achievement patterns in comparison to national norms. Children in the upper elementary grades did not have the benefits of two years of kindergarten and scores for these children begin to more closely resemble the 1969 scores. However, at no grade are the 1976 scores as low as the 1969 scores for black students. (Author/AM)

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Presented to the American Educational
Research Associates (New York City)
April 7, 1977 - Session #21.02 Div. H

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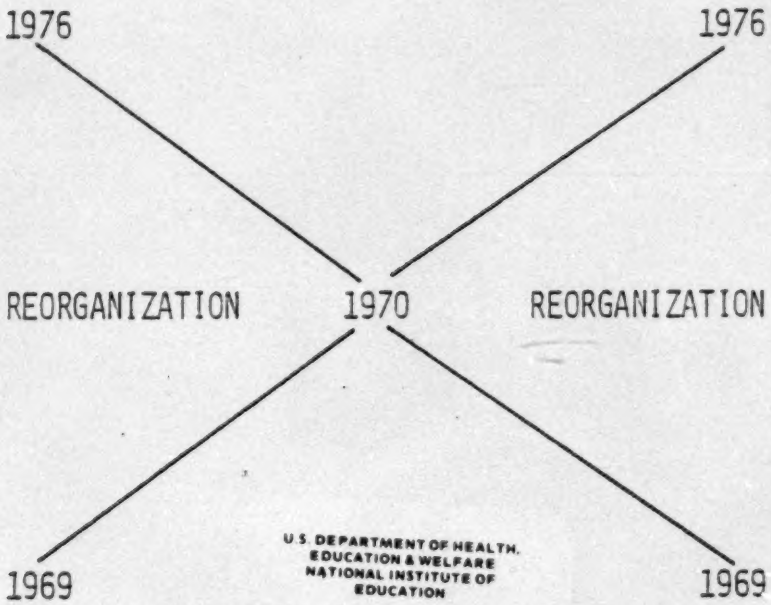
HARRISBURG SCHOOL DISTRICT



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SIX YEARS AFTER DESEGREGATION

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AUGUST 1976

In April 1969, the year before school district reorganization, students were administered the 1965 version of the Stanford Achievement Test. In April 1976, the sixth year of desegregation, students were administered the 1973 version of the Stanford Achievement Test.

The accompanying charts show the 1969 scores in Paragraph Meaning for grades one to six and the 1976 scores for Reading Comprehension for grades one to six. Although caution must be exercised in making a comparison between the 1965 version and the 1973 version, patterns and trends can be observed.

Reading Comprehension and Paragraph Meaning are similar tests and the National Norm at both testing times was the same, the eighth month at each grade level. It should be noted also that Reading Comprehension is only one portion of the total Stanford Reading test and this score is used rather than the total reading score because the 1965 version does not contain a total reading score.

In 1969 there were fourteen elementary school buildings housing students in grades one to six. Four buildings had more than 95% black students; one building had 87% black students; two buildings had 50% black students; and the black student population in the remaining seven buildings ranged from 27% to 10%.

In 1976 there are five Early Childhood Centers housing children who are in four year old kindergarten programs to second grade. Four of the five buildings have between 68% and 69% black students and the fifth building has a 55% black population. Also in 1976 there are six elementary buildings housing children from grades three to six. Three of these buildings have between 71% to 74% black students; two of the buildings have 68% black students and the fifth building has a 59% black population.

The accompanying charts show the standardized test scores in Paragraph Meaning (1969) and Reading Comprehension (1976) for each of the buildings.

At all six grade levels the 1969 scores are amazingly similar. The lowest scores are in those buildings where the majority of students are black. The few high scores are in those buildings where the majority of students are white. Practically all of the buildings in 1969 were far below the National Norm. At each grade level, with the exception of fifth grade, only one or two buildings were at or above the National Norm.

The pattern of scores for 1976 not only varies considerably from the 1969 pattern but it also varies among grade levels. Moreover, the range of scores in 1969 was greater than the range of scores in 1976.

Children in grades one, two and three in 1976 not only began their education in a desegregated system but also had the benefits of a half day kindergarten program at age four and a full day kindergarten program at age five. The 1976 scores for these students show considerable increases above the 1969 scores and show significant achievement patterns in comparison to National Norms. Children in the upper elementary grades did not have the benefits of two years of kindergarten and scores for these children begin to more closely resemble the 1969 scores. However, at no grade were the 1976 scores as low as the 1969 scores for black students.

STANFORD ACHIEVEMENT TEST

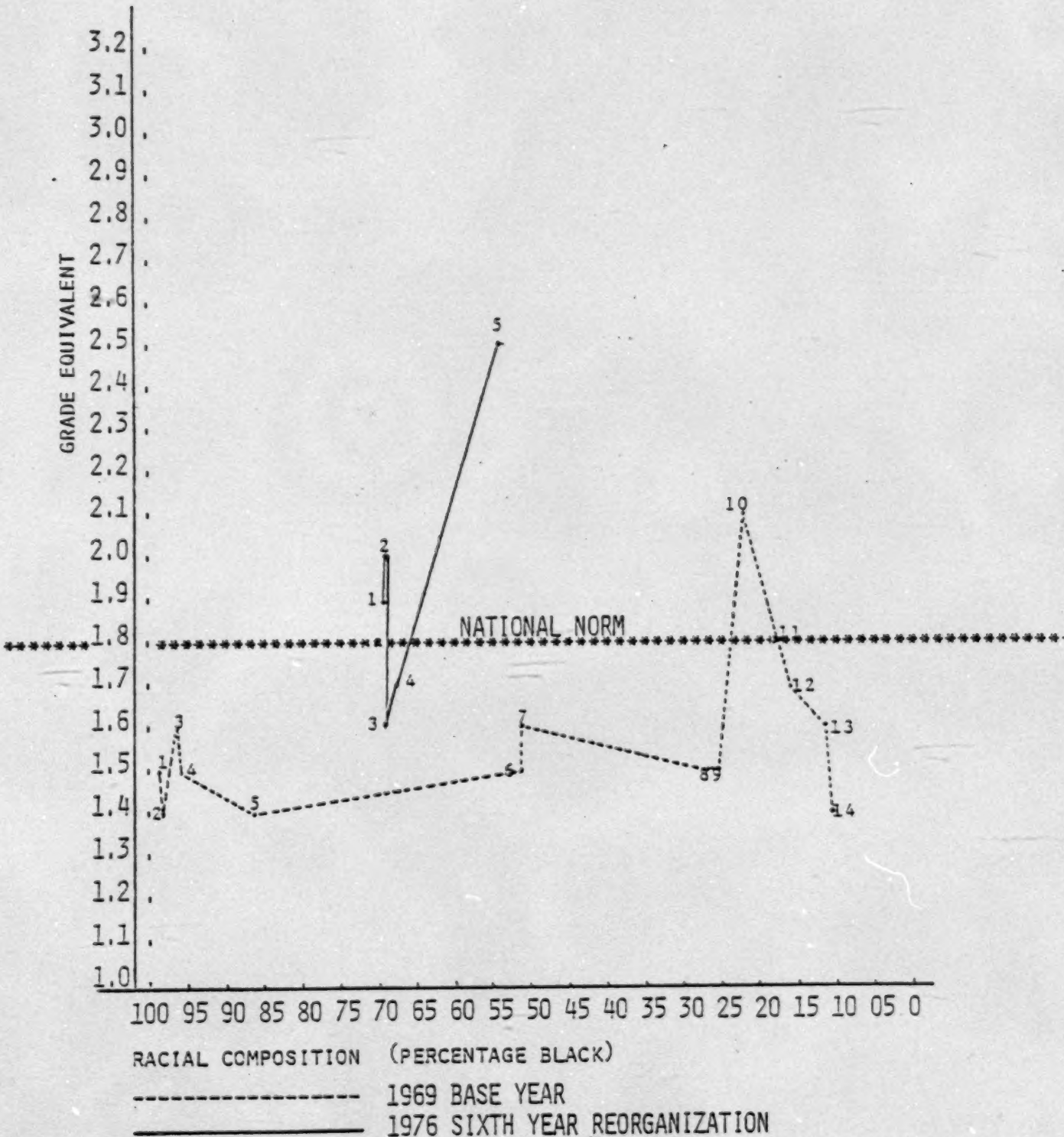
Paragraph Meaning 1969
Reading Comprehension 1976

Grade 1	(1969)	Range = 1.4 to 2.1
	(1976)	Range = 1.6 to 2.5
	1969 Mean	1.5
	1976 Mean	1.9
Grade 2	(1969)	Range = 2.1 to 3.3
	(1976)	Range = 2.6 to 3.4
	1969 Mean	2.4
	1976 Mean	2.8
Grade 3	(1969)	Range = 2.6 to 3.9
	(1976)	Range = 3.5 to 4.2
	1969 Mean	3.1
	1976 Mean	3.8
Grade 4	(1969)	Range = 3.2 to 5.0
	(1976)	Range = 3.8 to 4.7
	1969 Mean	3.8
	1976 Mean	4.2
Grade 5	(1969)	Range = 4.0 to 5.3
	(1976)	Range = 4.8 to 5.8
	1969 Mean	4.7
	1976 Mean	5.1
Grade 6	(1969)	Range = 4.4 to 7.3
	(1976)	Range = 5.4 to 6.2
	1969 Mean	5.5
	1976 Mean	5.8

STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

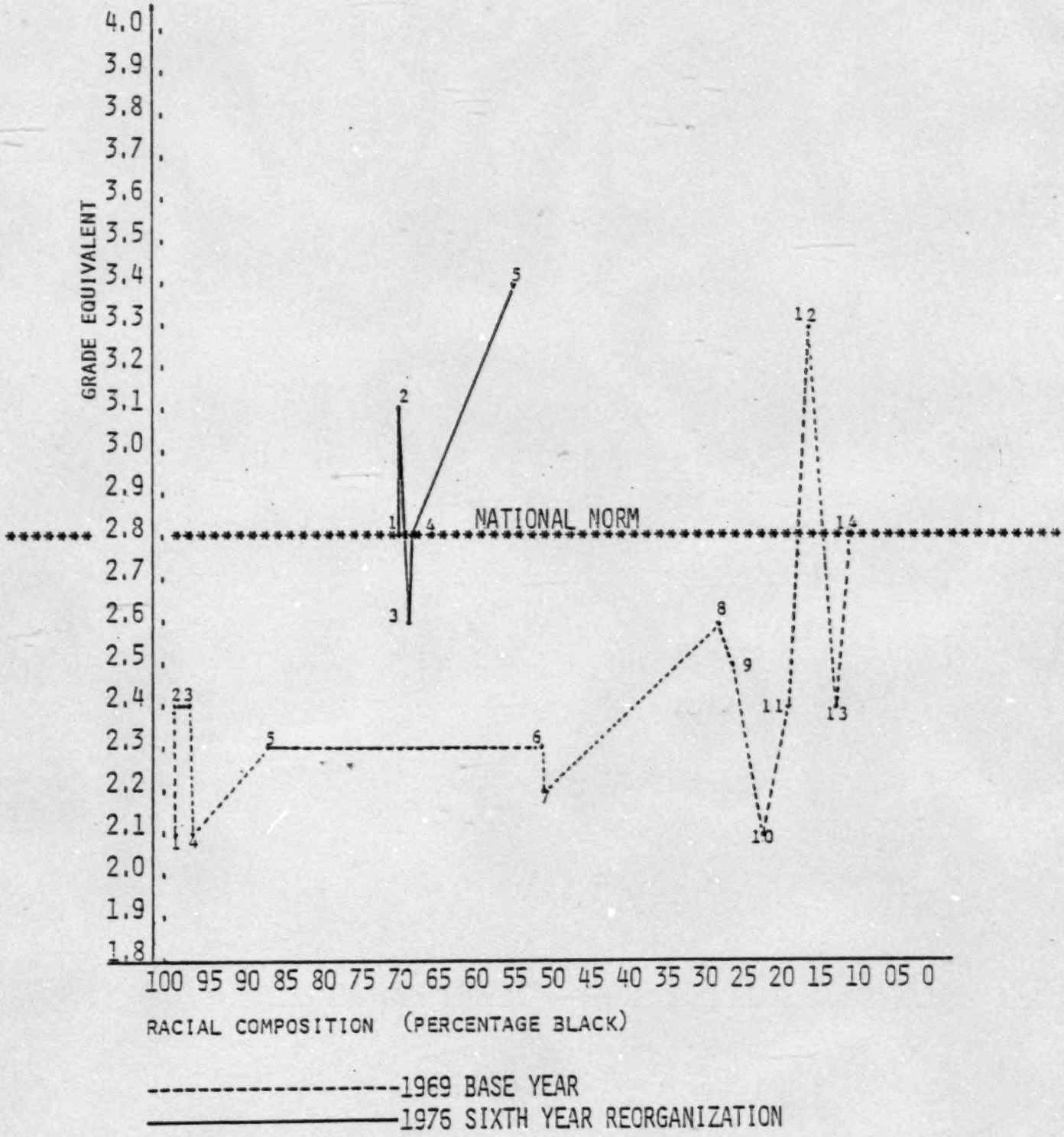
GRADE 1 (ALL STUDENTS)



STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

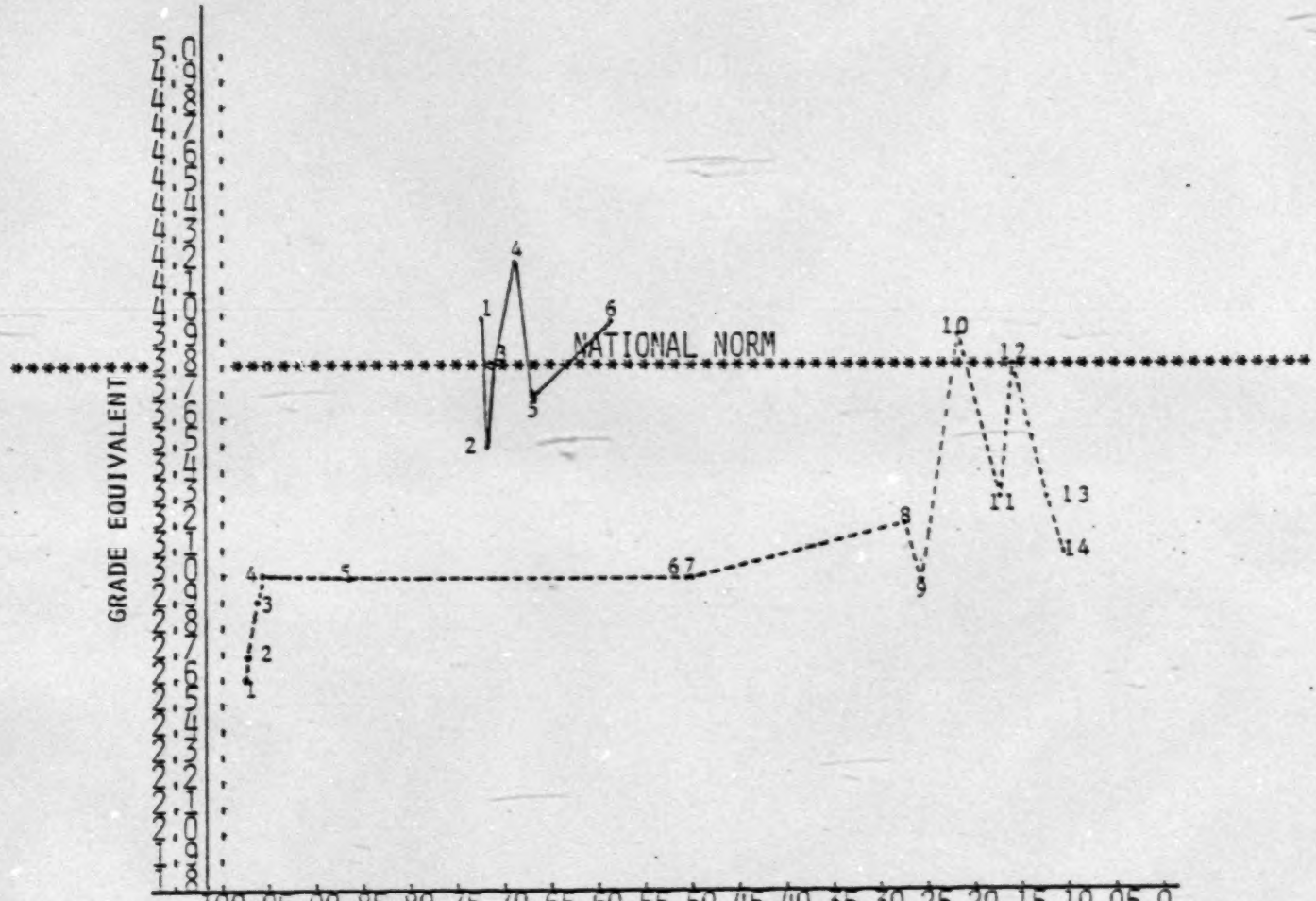
GRADE 2 (ALL STUDENTS)



STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

GRADE 3 (ALL STUDENTS)


GRADE EQUIVALENT
NATIONAL NORM
100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 05 0
RACIAL COMPOSITION (PERCENTAGE BLACK)

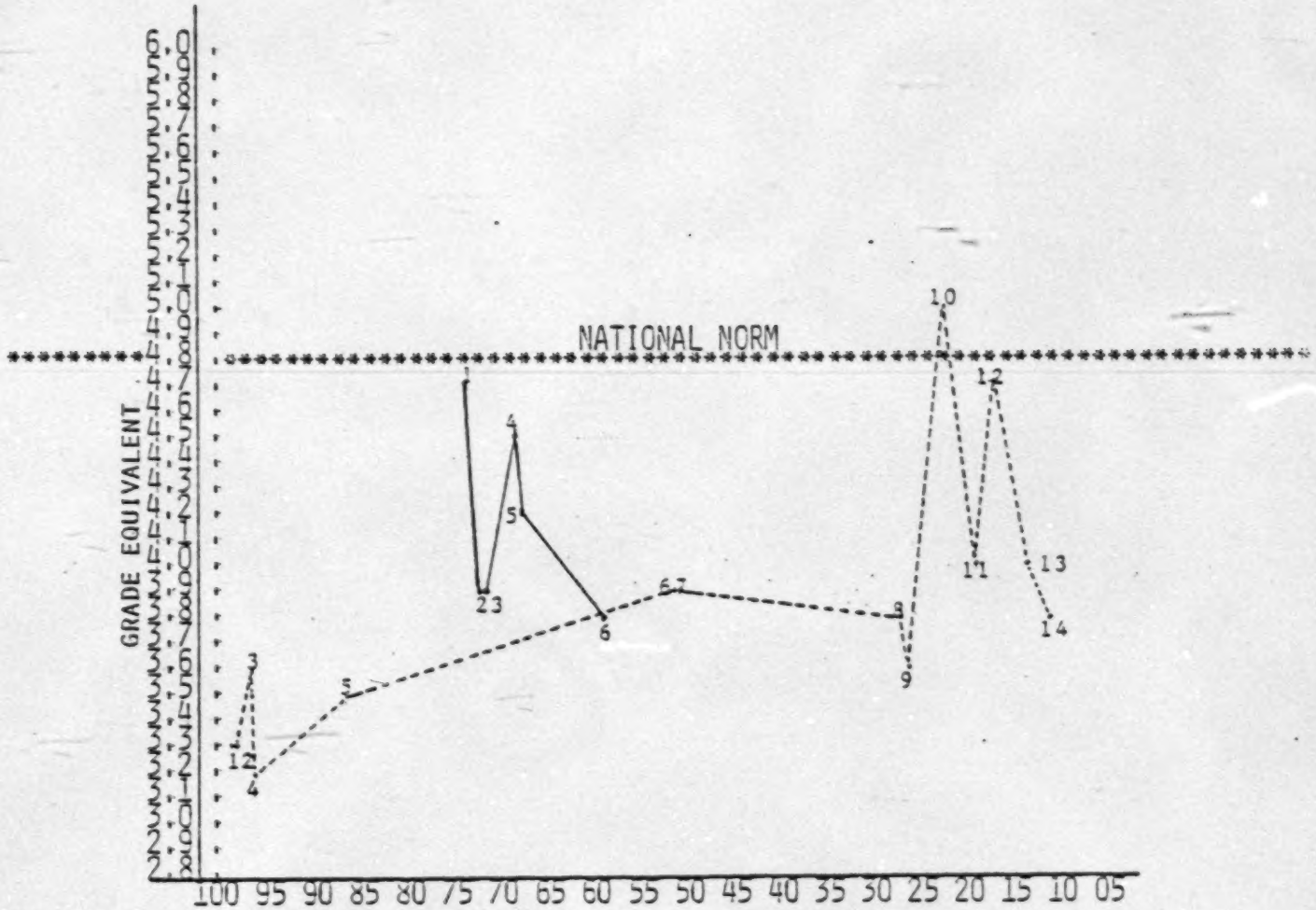
----------1969 BASE YEAR

——————1976 SIXTH YEAR REORGANIZATION

STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

GRADE 4 (ALL STUDENTS)


NATIONAL NORM
GRADE EQUIVALENT
100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 05
RACIAL COMPOSITION (PERCENTAGE BLACK)

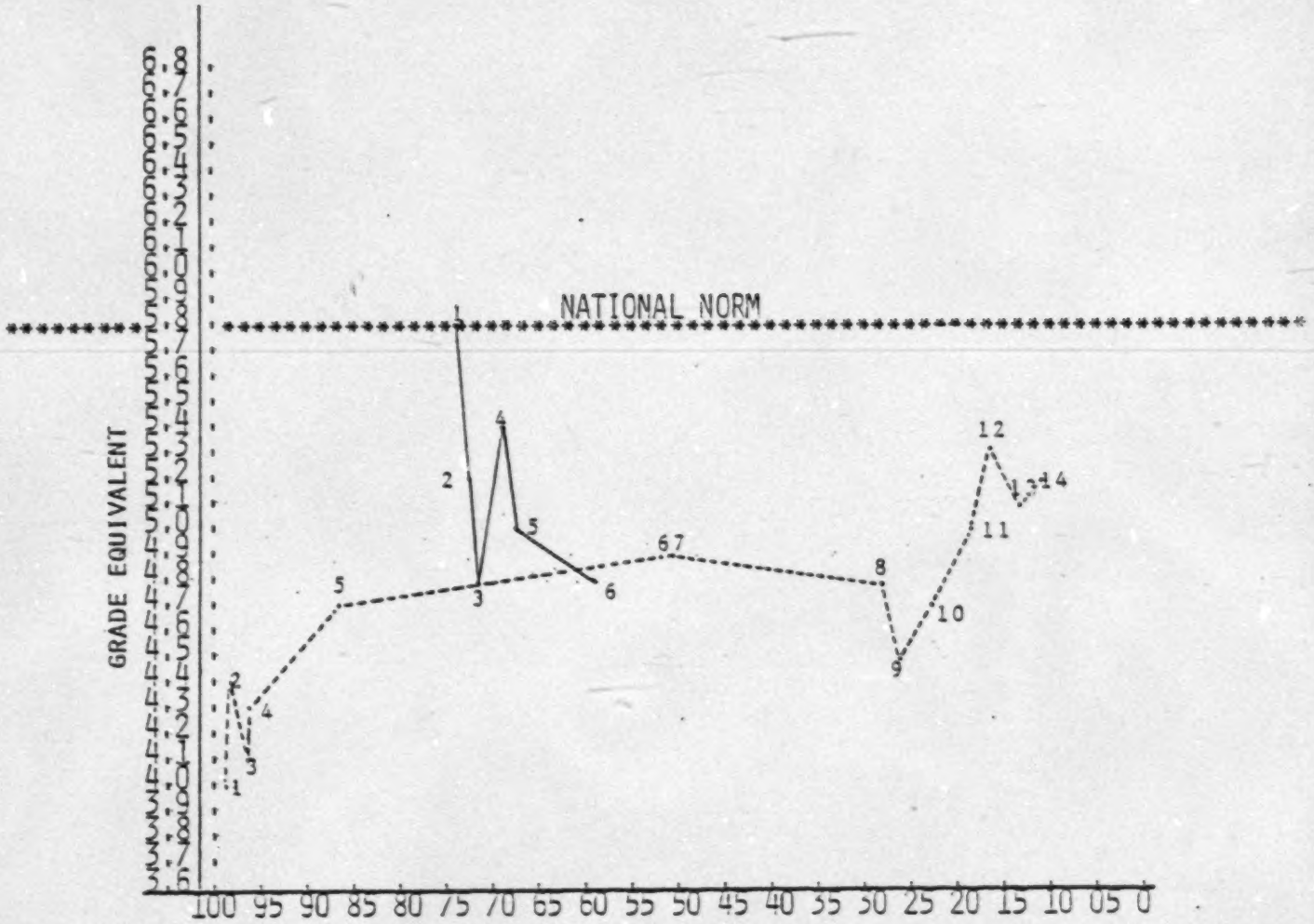
----------1969 BASE YEAR

——————————1976 SIXTH YEAR REORGANIZATION

STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

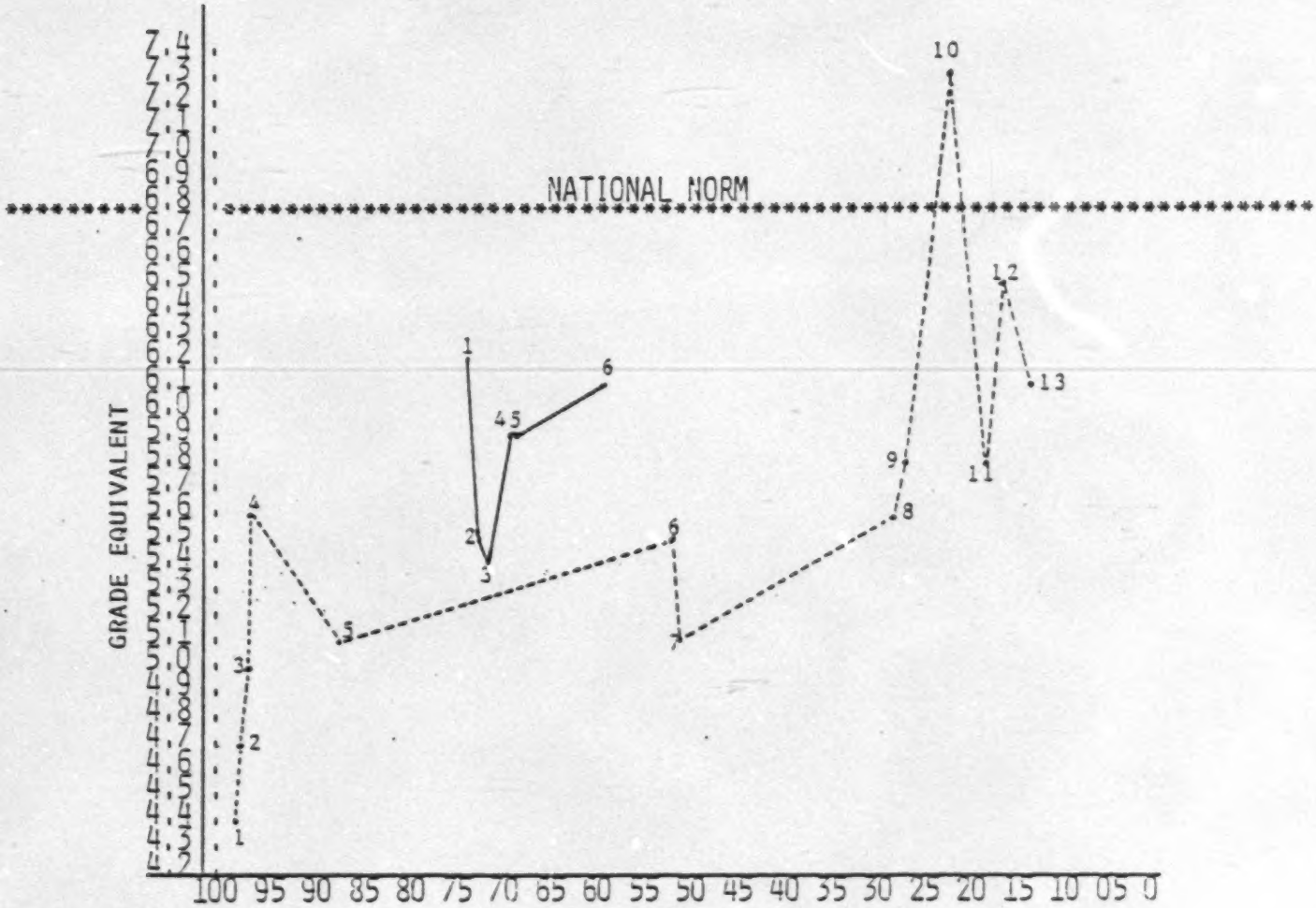
GRADE 5 (ALL STUDENTS)


NATIONAL NORM
GRADE EQUIVALENT
100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 05 0
RACIAL COMPOSITION (PERCENTAGE BLACK)
----------1969 BASE YEAR
——————————1976 SIXTH YEAR REORGANIZATION

STANFORD ACHIEVEMENT TEST

READING COMPREHENSION

GRADE 6 (ALL STUDENTS)


NATIONAL NORM
GRADE EQUIVALENT
100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 05 0
RACIAL COMPOSITION (PERCENTAGE BLACK)
----------1969 BASE YEAR
——————————1976 SIXTH YEAR REORGANIZATION